

# New York State Teaching Standards Cross-Referenced to Just ASK Publications



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## **New York State Teaching Standards Cross-referenced to Just ASK Publications**

This document cross-references the **New York State Teaching Standards** with *Instruction for All Students, Meeting the Needs of Diverse Learners, Creating a Culture for Learning*, and *Why Didn't I Learn This in College?* It is a valuable resource for supervisors and evaluators, professional developers, mentors, instructional coaches, and teachers.

To use this tool, identify the standard on which you wish to focus and then identify the specific key element(s) you want to address. When you turn to the page in this document that lists the selected standard and key element you will find references to pages in *Instruction for All Students, Meeting the Needs of Diverse Learners, Creating a Culture for Learning*, and *Why Didn't I Learn This in College?* that provide strategies, examples, and resources related to that key element.

You can use this information to:

- Develop professional growth plans
- Identify areas of study for individual or group study
- Areas of focus for collaborative learning teams
- Provide suggestions following walk-throughs or formal observations
- Build your own background knowledge and skillfulness
- Ensure cognitive connections between the **New York State Teaching Standards** and Just ASK publications

Be sure to note the dozens of tools and templates available online or on CD-ROMs at the back of the books. These can be duplicated and used in the planning, delivery, and assessment of instruction and the design of instructionally-focused meetings. To further support professional development, the *Instruction for All Students Facilitator's Handbook*, the *Meeting the Needs of Diverse Learners Facilitator's Handbook*, the *New Teacher Professional Development Facilitator's Handbook* as well as the *Instruction for All Students PLC Pack*, the *Meeting the Needs of Diverse Learners PLC Pack*, and *New Teacher Professional Development Kit* are available at [www.justaskpublications.com](http://www.justaskpublications.com). We recommend that, at a minimum, you order copies of the selected book for each faculty or team member and a copy of the appropriate facilitator's handbook. The handbooks provide outcomes and agendas to use in planning brief instructional segments for faculty meetings and over 24 hours of learning experiences for more intensive professional development opportunities or as agendas for book clubs or study groups.



# The New York State Teaching Standards

## **Standard I: Knowledge of Students and Student Learning**

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

**Element I.1:** Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers describe orally or in writing an understanding of the developmental characteristics of their students.	273	36-57		39-42
Teachers create developmentally appropriate lessons that address students' learning differences and needs.	6-7, 12-21, 31-82, 83-120, 121-148, 149-180, 181-194, 195-216, 217-248	16-22, 35-58, 61-244, 245-317	137, 144-146, 174, 195-230	12-17, 22, 32-34, 36-44, 56-60, 81-82, 109-136, 169-188
Teachers implement lessons and modify instruction based upon students' developmental needs.	6, 20-22, 30, 35, 42, 55-82, 83-120, 121-148, 154-158, 193-218	16-22, 35-58, 61-244, 245-317	13-19, 195-230	12-17, 22, 32-34, 36-44, 56-60, 81-82, 109-136, 169-188

**Element I.2:** Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student.	2-3, 6-9, 12-30, 32-54, 55-82, 83-120, 121-148, 197-216, 218-248, 150-151, 251	4-7, 10-22, 50-54, 93, 99-100, 102, 104-107, 117, 123-125, 129-133, 144, 116, 245-301	144-146, 157, 174, 195-230	10-11, 46-62, 63-108, 109-136, 137-168, 169-192,
Teachers design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student.	13, 14, 16-20, 29, 35-36, 78-79, 92-93, 97-98, 113, 127-129, 198-199, 202-205, 216, 228	4-7, 10-22, 50-54, 93, 99-100, 102, 104-107, 117, 123-125, 129-133, 144, 116, 245-301	13-19, 195-230	36-38, 109-135
Teachers explain their instructional decisions citing current research.	Resources and References section includes information on research sources.	Resources and References section includes information on research sources.	Resources and References section includes information on research sources.	Resources and References section includes information on research sources.

**Element I.3:** Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers vary and modify instruction to meet the diverse learning needs of each student.	5, 7, 13-19, 20-21, 26-27, 29, 31-54, 55-82, 83-120, 124-148, 153-163, 195-216, 218-248, 283	1-25, 31-33, 35-58, 59-126, 127-244, 245-301	195-230	5, 13, 15, 20-21, 39-42, 45-62, 63-108, 109-136, 137-168, 169-192
Teachers create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.	5, 7, 13-19, 20-21, 26-27, 29, 31-54, 55-82, 83-120, 124-148, 153-163, 195-216, 218-248, 283	1-25, 31-33, 35-58, 59-126, 127-244, 245-301	195-230	5, 13, 15, 20-21, 39-42, 45-62, 63-108, 109-136, 137-168, 169-192

**Element I.4:** Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers utilize strategies that enable two-way communication with each student's parents, guardians, and/or caregivers.	13			5, 205, 213, 261-272
Teachers use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.	13			5, 205, 260-272



**Element I.5:** Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers incorporate a knowledge and understanding of the school community when planning and implementing instruction.	13,	50-51		205, 259-272
Teachers incorporate an understanding of their students' strengths and limitations, and the environmental factors that influence their students' learning.	13, 16-21, 29, 36-54, 55-82, 83-120, 121-148, 149-180, 181-194, 196-216, 217-248	18-22, 35-57, 58-126, 245-301	210-216, 222	
Teachers attend to an individual student's personal and family experiences by incorporating multiple perspectives.	13, 16-21, 29, 36-54, 55-82, 83-120, 121-148, 149-180, 181-194, 196-216, 217-248	38-40, 50-52, 104-107, 301		

**Element I.6:** Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers use technological tools and a variety of communication strategies to engage each student.	8-9, 26-27, 66, 73, 81-82, 133-134, 248	104-107, 123-125, 134-140, 155, 206, 229-230, 242, 249, 296-301	60, 210-213, 256-259	5, 20-22, 32-36, 38
Teachers assist students to become knowledgeable and critical consumers and users of quality information.	27, 36, 133	204-206		5

## **Standard II: Knowledge of Content and Instructional Planning**

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

**Element II.1:** Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers incorporate key concepts during instruction through the use of multiple representations and explanations.	2-3, 13, 36, 43-45, 55-82, 76, 85-120, 135-140, 217-248	8-9, 18-22, 59-126, 166-169, 254-259, 268-270, 272-281	195-230	5, 46-62, 110-136, 176-180
Teachers engage students to use key disciplinary language with comprehension through instruction.	13-14, 16-19, 36, 78-79, 92, 97-98, 103, 113, 225-228, 240-243	104-107, 129-134, 166-169, 193-212, 243, 246-283	205-206, 212-216	5, 50-62, 86, 115, 121-136
Teachers demonstrate the effective use of current developments in pedagogy and content.	13, 31-54, 55-82, 84-120, 124-148, 249-266, 267-291, 217-248	1-22, 59-126, 127-244, 245-301	195-206, 212-216	5, 45-62, 63-108, 109-136, 142, 146, 169-192, 193-220
Teachers design learning experiences that foster student understanding of key disciplinary themes.	3, 31-54, 128-129	1-22, 59-126, 127-244, 245-301	205-206	5, 45-62, 63-108, 109-136, 142, 146, 169-192, 193-220
Teachers demonstrate knowledge of the learning standards and their application throughout their instruction and practice.	13, 28-30, 32-54	4-15	195-230	5, 45-62, 109-136, 169-192, 199, 263, 285



**Element II.2:** Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers facilitate students' ability to develop diverse social and cultural perspectives.	12-13, 36, 73-76, 78, 90-91, 127-132, 135-140, 157-158	50, 98, 107	60, 204, 214, 216, 221, 230	5, 8, 54-56, 72-75, 77-78, 102, 271, CD-ROM
Teachers incorporate perspectives from varied disciplines and interdisciplinary skills in their instruction.	36, 48-49, 57-80	15, 132-133, 165, 301	60, 204, 214, 216, 221, 230	5, 47-62, 72-74, 184
Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.	13, 36, 53-54, 121-148, 153, 181-194, 218-248	92-97, 146-147, 170, 200-203, 215	60, 204, 214, 216, 221, 230	30-35, 52-60, 63-108, 118-121, 169-192, 247-258
Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration.	13, 36, 53-54, 64, 67, 73-77, 83-120, 242-243, 252	23-28, 146-147, 170, 175-176, 210-213, 260, 281	60, 204, 214, 216, 221, 230	5, 7-44, 53, 76, 79-80, 88, 90, 93-95, 97-98, 107, 133, 255-258
Teachers create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.	6-7, 13, 31-54, 118, 122, 127-132, 211-212, 244-248, 252	3-15, 53-55, 204-207, 245-302	60, 195-230	5, 9, 72, 78, 81-84, 88, 104, 107, 169-192

**Element II.3:** Teachers use a broad range of instructional strategies to make subject matter accessible.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers design instruction that reflects the multiple experiences, strengths, and learning needs of students.	2-3, 14-21, 26-27, 32-54, 56-82, 84-120, 122-148, 152-156, 182-194, 196-216, 218-248, 252-266	3-15, 35-58, 59-126, 127-244, 245-301	195-230	5, 46-62, 64-107, 110-136, 169-192, 191
Teachers adapt instruction in response to various levels of student understanding.	20-21, 25-30, 35-36, 38, 46-47, 51, 141, 152-157, 196, 198-203, 283-285	7, 15, 18-22, 59-126, 128-243, 255-256, 265-275	195-230	15, 32-42, 127-136, 139-149, 167, 184, 191
Teachers make meaningful connections between content and students' life experiences.	6-9, 12, 13, 20-21, 33-42, 219-221, 235, 252	15, 204-205, 245-302	195-230	5, 9, 60, 178, 184, 191-192
Teachers create opportunities for students to engage in self-directed learning.	36, 121-128, 135-148, 168-180, 181-194, 195-216	18-19, 46-47, 92-93, 172, 216, 222-227, 251-252,	195-230	5, 150-158, 167

**Element II.4:** Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers design learning experiences that are aligned with learning standards.	2-4, 28-30, 31-54, 58-62	3-7, 15	195-230	5, 150-158, 167
Teachers articulate clear learning objectives that align with learning standards.	2-3, 13, 36, 38, 51-52, 58-62	15, 165	195-230	5, 47-51, 171-185, 237, 242
Teachers include opportunities for students' to achieve learning goals in a variety of ways.	2-3, 36, 50-54, 55-82, 84-120, 122-148, 182-194, 196-216, 218-248	4-15, 18-22, 59-126, 127-244, 245-301	195-230	5, 57-60, 63-108, 109-136, 147-149, 169-192, CD-ROM

**Element II.5:** Teachers design relevant instruction that connects students’ prior understanding and experiences to new knowledge.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers determine current levels of students’ understanding and knowledge of content through questioning techniques, discussion, and other methods.	22-24, 36, 73-77, 149-180	3-7, 13-15, 29, 106-107, 112-113, 124, 161-163, 200-203, 222-228, 279-281	60, 63, 195-230	53-60, 81-82, 85-86, 89-90, 93-95, 98-99, 101, 104, 120, 139-167, CD-ROM
Teachers address common misconceptions in the content area through instructional methods.	14, 33-42, 36, 51, 64, 90-92, 94, 101-103, 106, 110, 113, 150-164	13, 15, 90-91, 100, 159-160, 165, 196, 200-203	212-213,	5, 61, 81-82, 85-86, 90, 93-95, 104, 139-158, 167, 174, 184
Teachers design learning experiences that connect students’ prior knowledge and instruction to new content.	2-3, 6-9, 13, 36-38, 46-47, 101-102, 109-114, 118	3-7, 15, 100, 165, 196-199, 261	195-230	5, 49, 51-53, 58, 61, 66-69, 77-82, 88-89, 98, 96, 122-125

**Element II.6:** Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers organize physical space to reflect an awareness of learner needs and curricular goals.	36, 250-252, 259-266	110-113, 115	221-222, 230	184, 221-258
Teachers incorporate a knowledge and understanding of technology in their lessons to enhance student learning.	8-9, 26-27, 36, 66, 73, 81-82, 133-134, 171-172, 223, 248	139-140, 155, 206, 229-230, 242, 249, 296-301	221-222, 230	213-215
Teachers organize and effectively use time to achieve learning goals.	36, 250, 262-266	237-239	221-222	221-258
Teachers select and adapt curricular materials to align with state standards and meet diverse learning needs.	12, 32, 36, 41	4-15, 20-22, 237-239	195-230	181-183, 191-192, 215
Teachers access appropriate resources to meet specific learning differences or needs.	12, 36, 269, 275, 293-301	15, 23-33, 303-317	204, 211, 214-216, 222	5, 8, 38, 46, 64, 110, 138, 170, 191-192, 194, 206, 219, 222, 230, 234-235, 260, 293-302

### **Standard III: Instructional Practice**

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

**Element III.1:** Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers align instruction to standards.	3, 13, 28-30, 32-43	4-7, 10-12, 14-15	195-230	5, 171-184, 191-192
Teachers implement instruction proven to be effective in prior research.		2, 16-17, 36, 60, 128, 246		
Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.	13, 36, 53-54, 57-82, 83-120, 211-212, 242-243, 251	103-107, 146-147, 170-171, 175-176, 200-212, 263-271, 274, 279-283, 301	60, 63	20-22, 29-30, 53, 63-108, 131-134, 230-232, 247-258



**Element III.2:** Teachers communicate clearly and accurately with students to maximize their understanding and learning.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Students understand directions and procedures.	251, 260, 261, 265-266	61-63, 77-78, 101, 104-107, 156-157		233, 236-242, 257-258
Teachers use a variety of questioning techniques to advance student learning and reflection.	154-158, 219, 232, 236	200-203, 256	60, 63, 212-213	54-62, 142-146
Students' comments and questions are acknowledged and utilized to advance learning.	36, 157-158, 160, 219, 264	201-203	60, 63, 212-213	19, 54-62
Students understand lesson content through a teacher's use of multiple modalities, such as oral, written, graphic, kinesthetic, and/or tactile methods.	36, 63-82, 196-216, 229-235, 239-241	18-22, 60, 63-77, 143-144, 152-154, 202-205, 247-252, 249, 288-300	195-230	39-44, 81-82, 111-136
Teachers adjust communication in response to student needs.	20	12, 39, 50-52, 98, 104-107	60, 63, 195-230	112-124, 124-125, 131-136

**Element III.3:** Teachers set high expectations and create challenging learning experiences for students.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers articulate high expectations for all students.	2-3, 13, 36, 38, 51-52, 56-61, 251, 258	61-67, 77-125	195-230	10, 12-19, 22, 48-52, 173, 184, 237, 242, CD-ROM
Students have a clear understanding of measures of success.	33, 35-38, 58	4, 14-15, 18, 165	284-287	48, 61-62, 154-158, 164-167, 184, CD-ROM
Teachers challenge and support all students by incorporating various instructional strategies, experiences, and resources.	14-21, 36, 49, 54, 83-120, 123-148, 197-216, 219-248	35-57, 60-125, 127-243, 245-301	195-230	5, 32-34, 39-42, 53-108, 110-136, 170-186

**Element III.4:** Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction.	13-21, 29, 36, 198-216	3, 18-22, 50-52, 263-275		32-35, 39-42, 57-60, 110-136, 173, 186, 229
Teachers incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes.	8-9, 27, 36, 66, 73, 81-82, 124-148, 151-180, 245-248	139-140, 155, 206, 229-230, 242, 249, 296-300		70, 72-74, 76, 81-84, 88, 91-92, 99, 101, 106, 133, 138-167
Teachers incorporate motivating and meaningful opportunities in instruction to engage students in learning experiences.	57-82, 85-120, 122-148, 183-194, 197, 216, 218-248	4-7, 14-15, 18-22, 59-125, 127-243, 245-301	195-230	46-62, 64-107, 110-136, 150-158, 164-166, 167

**Element III.5:** Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction.	6-7, 14-21, 29, 46-47, 196-206	16-22, 35-126, 245-301	195-230	12-13, 20-21, 39-40, 110-136, 185-186, 229
Teachers incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes.	26-29, 34, 39-42, 73, 133-134, 164-180	3-7, 90-91, 107, 139-140, 161-163, 222-228	195-230	147-167, 170-186
Teachers incorporate motivating and meaningful opportunities in instruction to engage students in learning experiences.	5, 7, 12-13, 36-42, 84-120, 123-148, 198-216, 219-248	3-7, 15, 59-126, 127-244, 245-301	195-230	63-108, 110-136, 150-167, 181-184, 186

**Element III.6:** Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress.	4, 22-25, 46-47, 150-161	3-7, 15, 29, 31-33, 90-91, 159-163, 222-228	60, 63, 210-211	61-62, 81-82, 85-86, 89-95, 99, 104, 137-168, 184-185
Teachers seek and provide feedback during and after instruction.	6, 25, 154-157	3, 13-15, 90-91, 125, 159-160	212-213, 231-287	10, 15, 21-22, 61-62, 138-139, 149, 171, 226
Teachers adjust the pace of instruction, focus of instruction, and method of delivery based on students' progress.	86-87, 196-216, 263-264	3, 12-15, 62-125	231-287	49, 61-62, 127, 167, 234-235

**Standard IV: Learning Environment**

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

**Element IV.1:** Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers are caring and respectful in their interactions with students.	13, 258, 260-261	77-81, 87, 98, 103	284-287	12-13, 20-28, 31-34, 36-44
Teachers embrace student diversity as an asset in the classroom.	20-21, 199	18, 77-81, 87, 98,	284-287	110-136, 186
Teachers recognize and reinforce positive interactions among students.	6, 13, 53-54, 242-243, 258	18, 77-81, 87, 98,		22-24, 247, 249-258
Teachers create a climate of acceptance and respect.	7, 250-261	18, 77-81, 98, 103, 208-209	284-287	20-31, CD-ROM
Teachers create an environment where students show responsibility to and for one another.	250-261	146-147, 170, 202, 210-213, 175-176	284-287	20-21, 23-24, 29-30, 247, 249-258



**Element IV.2:** Teachers create an intellectually challenging and stimulating learning environment.

<b>Performance Indicators</b>	<b>Instruction for All Students</b>	<b>Meeting the Needs of Diverse Learners</b>	<b>Creating a Culture for Learning</b>	<b>Why Didn't I Learn This in College?</b>
Teachers encourage students to set high standards and expectations for their own performance.	6,162-163, 251, 253-258	15, 61, 84, 108, 165, 221-228, 250-252		10, 14-19, 22, 39-42, 150-158
Teachers motivate students to initiate their own learning and strive to achieve challenging learning goals.	235, 253-258, 260-261	61, 85-86, 90-91, 93-94, 96, 101, 108, 172-174, 177, 217, 221-228, 250-252	60, 63, 212-213	15, 18, 32-34, 184
Teachers promote students' curiosity and enthusiasm for learning.	219-248, 258	93-94, 96-97, 174, 177, 217, 250-252		57-60
Students are actively engaged in learning.	50, 53-54, 73-77, 84-120	94, 127-244		53, 64-108, 133
Students openly express their ideas.	73-77, 218-247	93, 104, 107, 193		53-59, 98
Students show pride in their work and accomplishments.				

**Element IV.3:** Teachers manage the learning environment for the effective operation of the classroom.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers establish, communicate, and maintain clear standards and expectations for student behavior.	251, 259, 260-266	77-80, 88, 237	195-230	29-30, 32-34, 36-38, 255-256
Teachers develop, implement, and adapt routines and procedures to manage activities and transitions.	259, 262-266	88-89, 135-138, 170, 237-239		223-228, 236-241, 242, 247, 255-258
Teachers facilitate instructional groupings to maximize student participation, cooperation, and learning.	67, 75-76, 91-92, 94, 97, 99-100, 103, 116-117, 211-212, 242-243	146-147, 170-171, 175-176, 210-213, CD-ROM		76, 79-80, 90, 93-95, 97, 107, 133, 255-258
Students exhibit respectful classroom interactions.	251-252	146-147, 210-213		23-24, 43-44

**Element IV.4:** Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers arrange and adapt the physical environment to accommodate individual and group learning needs and to celebrate student accomplishments.	250, 262-266	59-126, 237-239		223, 243-247, 257-258
Teachers ensure that all students have equitable access to available resources and technologies.				
Teachers effectively use the services and skills of available volunteers and paraprofessionals.				
Teachers know and implement policies and procedures to ensure student safety.				

**Standard V: Assessment for Student Learning**

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

**Element V.1:** Teachers design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction.	4, 22-24, 30, 35-36, 46-47, 151-161	5-7, 10-15, 31-33, 91, 161-163, 183, 200-203	231-287	54-55, 81-82, 85-86, 89-92, 93-95, 99, 104, 141-146, 167
Teachers use formative assessment to inform teaching and learning.	4, 22-24, 30, 36-37, 150-161	10-15, 31, 183, 200-203	210-211	76, 138-148, 174, 181-184, 191-192
Teachers use summative assessment to measure and record student achievement.	4, 35, 38, 164-180	161	231-287	138-139, 159-167, 174, 184, 186, 191-192
Teachers design assessments that are aligned with curricular and instructional goals.	4, 35, 37-42	3-7, 10-15,	195-230	167, 174-184, 186, 191-192
Teachers design and adapt assessments that accurately determine mastery of student skills and knowledge.	4, 35-42, 150-151, 164-180	3-7 10-15	195-230	158-167, 184, 186, 191-192

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers use multiple measures and multiple formats, including available technology, to assess and document student performance.	4, 22-24, 26, 36, 151-180, 182-194	3-7, 13-15, 29, 107, 112-113, 123-125, 161-163, 183, 200-203	231-287	138-167, 181-184, 214
Teachers implement required assessment accommodations and modifications.				

**Element V.2:** Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers analyze data accurately.	271, 175, 280-285,	28-33	256-259, 262-263, 267-272, 275-281	
Teachers provide timely feedback to engage students in self-reflection and self-improvement.	25, 151, 162-163, 254-258	159-160, 222-228	212-213	10, 15, 21-22, 138-139, 149-158, 164-167, 187, 226
Teachers use assessment data to set goals and design and differentiate instruction.	25, 30, 32-47, 150-163, 199, 271, 173, 283	3-7, 10-15, 18, 20-22, 90-91, 200-203	195-230, 262, 284-287	167, 171-186
Teachers engage students in self-assessment of their learning goals, strategies, and outcomes.	13, 162-163, 253-258	110-113, 222-228	212-213	15, 18, 150-158, 164-167, CD-ROM



**Element V.3:** Teachers communicate information about various components of the assessment system.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers provide access to information on student assessments.				
Teachers provide appropriate information and interpretation of various assessment data.				

**Element V.4:** Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers demonstrate an understanding of assessment measures, grading, and procedures.	4, 22-24, 28-30, 32-38, 151-180	7, 10-15, 31-35, 107, 112-113, 161-163, 183		5, 138-167, 200, 214, 226
Teachers develop a plan for their overall assessment system.	4, 28-30, 32-38, 40, 150-161, 165-167,	3-7, 10-15, 123-125, 161-163, 222-228	195-230	5, 167, 171-186
Teachers use their plans and assessment data to adjust teaching and assessment practices.	4, 22-24, 30, 33, 35-36, 150-151, 271, 273, 275, 280-285	3-7,10-15, 228-33, 90-91, 123-125	195-230, 262, 284-287	5, 167, 171-188, 191-192

**Element V.5:** Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers communicate the purposes of the assessments they use.	22-24, 175-180	7-15, 165	230	5, 165-166
Teachers prepare all students for the demands of particular assessment formats, and appropriately modify assessments or testing conditions for students with exceptional learning needs.	22-24, 33, 35-37, 150, 158-161, 164-180	22, 90-91, 110-113, 165, CD-ROM	195-230	5, 139-167, 184, CD-ROM
Teachers articulate assessment criteria to students and provide parameters for success.	22-24, 33, 35-37, 150-151, 175-180	3-5, 7-15, 22, 163	195-204, 230	5, 138-167, 171-184, CD-ROM
Teachers equip students with assessment skills and strategies.	150-151	8, 22, 162-163	195-204, 230	5, 164-167, 184
Students practice various formats of assessments using authentic curriculum.	22-24, 151-180	8, 22, 90-91	230	5, 138-167

**Standard VI: Professional Responsibilities and Collaboration**

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

**Element VI.1:** Teachers uphold professional standards of practice and policy as related to students’ rights and teachers’ responsibilities.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers demonstrate a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public.				
Teachers are proactive and advocate to meet the needs of students.		15, 18-22, 35-36, 301		
Teachers use self-reflection and stakeholders’ feedback to inform and adjust professional behavior.	33, 57, 123, 151, 197, 219, 251, 269	14-15, 27-33	216, 231-287	
Teachers advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.				

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers complete training in response to state and local requirements and jurisdictions.				

**Element VI.2:** Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers support and promote the shared school and district vision and mission to support school improvement.				
Teachers participate actively as part of an instructional team.	269-291	23-33	73-90, 126-127, 228-229	206
Teachers share information and best practices with colleagues to improve practice.	269-291	23-33	73-90, 126-127, 228-229	206
Teachers demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context.				
Teachers collaborate with others both within and outside the school to support student growth, development, and learning.	269-291	23-33	57, 64-67, 73-90, 126-127, 151, 228-229	206
Teachers collaborate with the larger community to access and share learning resources.				

**Element VI.3:** Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers invite families, guardians, and caregivers to share information to enhance and increase student development and achievement.		50-51	240-244	260-271
Teachers communicate in various ways student performance, progress, and expectations for student growth, and provide opportunities for discussion.				260-271
Teachers suggest strategies and ways in which families can participate in and contribute to their students' education.			128	215, 267

**Element VI.4:** Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers collect required data and maintain timely and accurate records (e.g., plan books, lunch counts, attendance records, student records, etc.)				
Teachers manage time and attendance in accordance with established guidelines.				
Teachers maintain classroom and school resources and materials.				
Teachers participate in school and district events.				



**Element VI.5:** Teachers understand and comply with relevant laws and policies as related to students’ rights and teachers’ responsibilities.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers communicate relevant regulations and policies to stakeholders.				
Teachers maintain confidentiality regarding student records and information.				
Teachers report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies.				
Teachers adhere to board policies, district procedures, and contractual obligations.				
Teachers access resources to gain information on standards of practice, relevant law, and policy that relate to students’ rights and teachers’ responsibilities.				

**Standard VII: Professional Growth**

Teachers set informed goals and strive for continuous professional growth.

**Element VII.1:** Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers examine and analyze formal and informal evidence of student learning.	150-153, 269, 271-277, 280-285	31-33, 90-91	233-287	139-149, 167, 172-174, 184-185
Teachers recognize the effect of their prior experiences and possible biases on their practice.				
Teachers use acquired information to identify personal strengths and weaknesses and to plan professional growth.	268-269, 276-277	31-33	135-194	

**Element VII.2:** Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers set goals to enhance personal strengths and address personal weaknesses in teaching practice.			135-194	
Teachers engage in opportunities for professional growth and development.	269-285		135-194	

**Element VII.3:** Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers demonstrate a willingness to give and receive constructive feedback to improve professional practice.	269-285	28-33	69-194	
Teachers participate actively as part of an instructional team to improve professional practice.	269-291	23-33	69-134	206
Teachers receive, reflect, and act on constructive feedback from others in an effort to improve their own professional practice.	271-285	23-33	69-134	

**Element VII.4:** Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

<b>Performance Indicators</b>	<b><i>Instruction for All Students</i></b>	<b><i>Meeting the Needs of Diverse Learners</i></b>	<b><i>Creating a Culture for Learning</i></b>	<b><i>Why Didn't I Learn This in College?</i></b>
Teachers benefit from, contribute to, or become members of appropriate professional organizations.				
Teachers access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning.				8, 46, 64, 110, 138, 170, 194, 222, 260, 293-302
Teachers expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.				8, 46, 64, 110, 138, 170, 194, 222, 260, 293-302

